DOCUMENT RESUME

ED 069 460 RC 006 594

TITLE	Statewide Conference on Migrant Education (State University College in Geneseo, New York, July 8, 1971).
INSTITUTION	New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE	8 Jul 71
NOTE	48p.; Follow-up booklet prepared for participants of Statewide Conference on Migrant Education, State University College in Geneseo, New York, July, 1971
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activities; *Conference Reports; *Curriculum Development; Health; Individualized Instruction; *Migrant Education; Nutrition; Open Education; Spanish Speaking; *Summative Evaluation; Teacher Aides; Visual Literacy

ABSTRACT

The first Statewide Conference on Migrant Education was held on July 8, 1971, at the New York State Center for Migrant Studies at the State University College in Geneseo. The participants were able to attend 4 out of the 33 conference sessions. Session topics covered such areas as accountability-testing, individualized instruction in science and math, working with Spanish-speaking children, health and nutrition, teacher aides, the transfer record form, the open education concept, parent and community involvement, curriculum, and teenage programs. Summary material for each session and the mailing address for each consultant, so that further information on a particular session can be obtained, are given in this follow-up booklet. (NQ)

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STATEWIDE

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ON

MIGRANT EDUCATION

S.U.C. GENESEO

July 8, 1971

RC 006394

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FOREWORD

This booklet has been prepared for, and is being distributed to, all participants of the Statewide Conference on Migrant Education held at the New York State Center for Migrant Studies at the State University College in Geneseo, New York on July 8, 1971.

It was felt that a follow-up booklet such as this would be of value to the participants since they were able to attend only four out of the thirty-two sessions available to them. We have, therefore, made use of the excellent notes of the recorders to prepare summaries of each session.

In preparing the summaries we attempted to bring you the factual material from the sessions that we hoped would be of immediate value to you and, in addition, some feeling for the scope of the sessions. The mailing address for each consultant has been included with the hope that should the session summaries raise questions or comments in your mind, you will contact the consultant to continue the dialogue of the session.

In addition to the thirty-two special interest sessions, the entire conference was opened by a general session at which greetings from local, state and national levels were extended by Dr. Gordon I. Goewey, Acting Vice-President for Academic Affairs, S.U.C., Geneseo; Mr. John O. Dunn, Chief, Bureau of Migrant Education, New York State Department of Education; and Mr. Patrick F. Hogan, U.S. Office of Education, Migrant Programs Branch. Following their remarks a Conference Overview was presented by Mrs. Harriette Hadley and Mr. Steve Weisbrod, conference coordinators.

It was an honor and an exciting moment for the Center to host the first Statewide Conference on Migrant Education at the request of the Bureau of Migrant Education, State Education Department. We are indebted to the Planning Committee consisting of Mr. Richard Bove, Dr. Raye Conrad, Mr. Gerald Decatur, Mr. Henry DeLegge, Mr. John Dunn, Mr. Herbert Gaige, Mr. Edward Keil, Dr. Gloria Mattera, Mr. Roy Plummer, Mr. Paul Reagan and Mr. Robert Sherrill for laying the critical groundwork for the conference.

Thank you for attending and good luck with your work.

Gloria Mattera, Director
New York State Center for Migrant Studies

STATEWIDE CONFERENCE ON MIGRANT EDUCATION
July 8, 1971

A G E N D A

8:30-9:00	Registration
9:00-9:30	Opening Session Presiding: Mr. Paul Reagan, N.Y.S.E.D.

Greetings:

Dr. Gordon I. Goewey, Acting Vice-President for Academic Affairs, State University College, Geneseo

Mr. John O. Dunn, Chief, Bureau of Migrant Education, N.Y.S.E.D.

Mr. Patrick F. Hogan, U.S.O.E., Migrant Programs Branch

Conference Overview:

Dr. Gloria Mattera, Director, N.Y.S.C.M.S., State University College, Geneseo

Mrs. Harriette Hadley and Mr. Steve Weisbrod, Conference Coordinators, N.Y.S.C.M.S., State University College, Geneseo

9:40-10:40	Session I
10:50-11:50	Session II
12:00-1:00	Lunch
1:10-2:10	Session III
2:20-3:20	Session IV
3:20-3:30	Evaluation and Adjournment by Session IV consultants

STATEWIDE CONFERENCE ON MIGRANT EDUCATION
July 8, 1971

C R E D I T S

PLANNING COMMITTEE

Mr. Richard Bove
Dr. Raye Conrad
Mr. Gerald Decatur
Mr. Henry DeLegge
Mr. John Dunn
Mr. Herbert Gaige
Mr. Edward Kell
Dr. Gloria Mattera
Mr. Roy Plummer
Mr. Paul Reagan
Mr. Robert Sherrill

COORDINATING COMMITTEE

Mrs. Harriette Hadley
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Mrs. Adele Anderson
Miss Carolyn Bartlow
Mr. Jack Knowles
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Miss Jackie Rhodes
Mrs. Eleanor Roodenburg
Mr. Philip Tabone
Mr. Charles Vicinus

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Miss Arlene Carroll
Mrs. Agnes Erwin
Miss Anne Erwin
Mrs. Karen Grantham
Mrs. Mona Smith

STUDENT ASSISTANTS

Miss Norine Barone
Miss Debbie DeWitt
Mr. Wayne Fish
Mr. Robert Lynch
Mr. Charles Stephney

PHOTOGRAPHS

Mr. Roger Smith

A special thank you is extended to the migrant participants for agreeing to assist with the group discussions.

STATEWIDE CONFERENCE ON MIGRANT EDUCATION
July 8, 1971

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SESSION 1: Accountability-Testing

MR. JACK KNOWLES - B.S.A., University of Florida, Agriculture Engineering; M.Ed., Florida Atlantic University, Exceptional Child; educational experiences in communication skills of under-achieving high school sophomores; research projects for elementary school children; supervisor of the Florida Elementary School Compensatory Program for Seminole Indians.

MR. ROBERT MILLER - Specialist in testing and evaluation; presently employed by the New York State Education Department, Albany; responsible for the evaluation of all migrant programs in the state of New York.

OBJECTIVES - At the completion of the presentation, the participants will administer to each other (in pairs) the WRAT (reading and math sections), the Informal Reading Inventory, and will up-date a migrant child's Student Transfer Form in the reading and primary language sections.

SESSION HIGHLIGHTS

Participants were reminded of the need to complete the Academic Characteristics section of the Migrant Transfer Record Form, especially those sections pertaining to reading, language and math.

Each participant was questioned to make certain he knew how to administer the Wide Range Achievement Test (WRAT).

All participants were made familiar with the relatively new Stanford Diagnostic Reading Test and its group administered diagnostic and achievement characteristics as they relate to migrant or disadvantaged children.

Consultant Miller discussed the statewide use of the WRAT as an instrument for longitudinal evaluation and the formalization of migrant student norms in New York State.

FOR MORE INFORMATION WRITE TO:

Mr. Jack Knowles
557 Tall Pines
West Palm Beach, Florida 33406

Mr. Robert Miller
Bureau of Evaluation
State Education Department
Albany, New York 12224

SESSION 2: Activities for Aides

MISS MARJORIE DEAL - B.S., Education; educational experiences include teacher aide, teacher in Geneseo Summer Migrant Program, and third grade teacher at Gowanda, New York; presently employed as a teacher at Holcomb Campus School, Geneseo, and Assistant Director of the Migrant Aide Training Program sponsored by N.Y.S.C.M.S., Geneseo.

OBJECTIVES - Participants will compare past experiences with present learnings. Participants will observe and discuss the role of actively involved teacher aides.

SESSION HIGHLIGHTS

The room was set up with many different activities, working bulletin boards, and literature in the areas of math, language arts, etc. The participants were given a list of the various areas in the room numbered for clarity and a brief explanation and discussion of each area was completed. After the areas were discussed, the participants were taken to the library where aides who had been training at the Workshop during the week were working with children on various activities such as:

-Rock collecting and painting
-Child created books
-Liquid measurement (involved measuring and serving punch to co-workers)
-Use of overhead projector
-Use of Language Master
-Musical instruments
-Story records

Participants observed aides working and could talk with the children and aides. The participants then returned to the original room for a discussion of what they had observed and were free to work in the areas of their choice.

FOR MORE INFORMATION WRITE TO:

Mrs. Marjorie Deal Lewis
Holcomb Campus School
State University College
Geneseo, New York 14454

SESSION 3: Art

MISS JANE MILLER - B.S., State University at Buffalo; M.F.A., Rochester Institute of Technology; worked during past three summers with migrant children; presently employed as art teacher for Greece, New York, Public Schools.

OBJECTIVES - Participant will work in varied media and be encouraged to develop his style. Participants will have the freedom to explore media in the direction of individual choices.

SESSION HIGHLIGHTS

In preparing an art exercise the following was brought out:

1. Teacher should make project first.
2. Demonstration to class is necessary.
3. Suggest but don't impose your own ideas on the students.
4. Have exhibits and materials set-up beforehand.

There are many scrap and inexpensive art materials; e.g. paper bags and plaster of paris.

Plaster of paris can be formed in egg and milk cartons, sculptured with knives, scissors, bottle tops, etc., and painted with water paints and magic markers.

Tie dyeing is a currently popular activity. Use books and magazines for arts and crafts ideas and develop your own modifications.

RECORDERS' NAMES: K. Blood
Mr. Gillen
P. Gray
B. Peterson

FOR MORE INFORMATION WRITE TO:

Miss Jane Miller
30 S. Goodman Street
Rochester, New York 14607

SESSION 4: Transfer Record Form: Importance and Use of Terminals

MR. RICHARD A. BOVE - B.A., St. Bonaventure; M.A., Canisius College; former teacher of Latin, English, speech and creative writing; former Federal Project Director and teacher-director of migrant programs; presently serves as a consultant to migrant programs for the New York State Education Department and as an Associate for the Bureau of Migrant Education.

OBJECTIVES - Participants will gain information concerning the progress of New York State in generating student records. Participants will hear an overview of systems operations. Participants will observe a demonstration of terminal operation. Participants will discuss the utilization and capability of computer system. Participants will receive answers to questions concerning the Transfer Record System.

SESSION HIGHLIGHTS

The session begin with an explanation of the Record Transfer System and its operation both within New York State and across the nation.

The participants were introduced to the role of the school, the school administrator, the teacher, the aide or clerk, the terminal operator and the Central Data Bank in Little Rock, Arkansas.

Mr. Max Dyer presented the overview from the national viewpoint. Mr. Dyer is the assistant to the director of the National Record Transfer Data Bank in Little Rock.

Present at the group meetings were the terminal operators from Wayne BOCES, Orleans-Niagara BOCES, and New Paltz BOCES. These operators answered questions relevant to their function with each of the school systems in their respective regions.

The Rochester Telephone Company installed an SR 33 terminal in the presentation room to demonstrate actual transmittals between the terminal and the Data Eank in Little Rock.

FOR MORE INFORMATION WRITE TO:

Mr. Richard A. Bove, Associate
Bureau of Migrant Education
State Education Department
Albany, New York 12224

SESSION 5: Working with Spanish-Speaking Children

MRS. ALMA BARBA - B.A., Spanish, Texas Western College; M.A., Education, New Mexico State University; preparing dissertation for Ph.D. in Curriculum and Instruction and Educational Psychology; work experiences include elementary teacher, counselor, bi-lingual psychometrist and school administrator; presently employed as Project Director, Area I, New Mexico Migrant Project.

OBJECTIVES - Participants will receive information concerning five basic areas of culture among Spanish speakers in the migrant stream. Participants will discuss the topic from their own viewpoints and needs. Participants will receive, examine and discuss materials, titles, etc., pertinent to the topic.

SESSION HIGHLIGHTS

The session was highlighted by a number of practical suggestions for working with, and understanding Spanish-speaking children and their parents.

--Mrs. Barba reminded participants that most Spanish-speaking people are Catholic and that in working with them we must respect their religion and build upon it. Specifically, she suggested that these people make a great deal more over weddings and funerals than in our culture and these are events which involve children.

--It is important to learn names and how to pronounce them correctly, and it is a good idea to ask a child by what name he wishes to be called.

--A child's diet, once established, is hard to change for it is tied emotionally with mother and home.

--With Spanish-speaking children you may find that they are living with Godparents, or other members of an extended family. It is important for the teacher to find out to whom the child is responsible and who he is living with, if only for medical records.

--If you do not understand the language, begin to develop a sensitivity to body language.

--We must build on the strengths, not the shortcomings of these children.

--In America, time is of the essence and we put time above people; in the Spanish culture, the reverse is true.

--The Spanish culture is paternal and the children have great respect for the father and even for the eldest son.

--Give the children simple tasks at which they can succeed and then build upon this success.

SESSION 5: Working with Spanish-Speaking Children (Continued)

RECORDERS' NAMES: Barry Schuyler

FOR MORE INFORMATION WRITE TO:

Mrs. Alma Barba, Coordinator
Language Development/Radio Project
Las Cruces Public Schools
301 West Amador Avenue
Las Cruces, New Mexico 88001

SESSION 6: Child Assessment

MR. RICHARD ZUSMAN - B.S., S.U.C. at Brockport, Social Studies; M.A., SUNY at Albany, Government; SUNY at Buffalo, additional credits in education; former social studies teacher, college instructor and curriculum specialist in schools in New York State; publisher of "Tell It Like It Was" and "Idea Corner" for outstanding publications on education; presently employed as Assistant Director, Project People to People, Batavia Public Schools, N.Y.

MR. ROBERT G. SIEBERT - B.S., S.U.C. at Cortland, Education; M.S., S.U.C. at Brockport, Education (pending G.P.A. 3175); S.U.C. at Brockport, certificate advance study in administration and research; former science teacher, assistant football coach and research trainee in schools in New York State; also was evaluator of Model Early Childhood Learning Program, Baltimore, Maryland and assisted in evaluation of Bilingual Program in New York City schools; presently evaluating Workshop for Teachers of Migrant Children at Geneseo and Brockport, New York.

OBJECTIVES - Participants will examine and discuss methods and materials used in the behavior of migrant children.

SESSION HIGHLIGHTS

The participants received a brief introduction into assessment. They then broke into small groups and each group attempted to arrive at objectives that they could use in their own programs or thought would be necessary in a migrant program. Quite a bit of interaction ensued.

The small groups then merged into one large group in which they tried to arrive at methods they might use to measure the objectives.

The consultants distributed handouts, which were measurement instruments that might be adapted to small classroom use.

FOR MORE INFORMATION WRITE TO:

Mr. Richard Zusman
State University College
Brockport, New York 14420

Mr. Robert G. Siebert
State University College
Brockport, New York 14420

SESSION 7: Cooperating Social, Religious and Public Agencies

REVEREND TIMOTHY WEIDER - St. Andrew's Preparatory School, with honors; B.A., St. Bernard's College, Education and four years post graduate work in philosophy and psychology; former guidance counselor and teacher of outdoor education; established Project REACH for helping migrant workers and rural indigent; established and administered a rural housing development and a rural comprehensive health program, also established a Rural Migrant Child Development Center, a Rural Educational Task Force and a Rural EEO Committee; was consultant for the New York State Bureau of Migrant Education, Bureau of Vocational Education, S.U.C. at Alfred, New York; is founding member and vice-chairman of the Bureau of Program Funding, Rochester; served as Migrant Specialist for the Rural Affairs Office of the New York State Office for Community Affairs. Presently serves as Project Director for the New York State Center for Migrant Studies, Geneseo, New York.

REVEREND STUART J. MITCHELL - Cornell University; Methodist Minister and Director of Project REACH, Perkinsville, New York.

OBJECTIVES - Educators will discuss the vital role they play in the migrant-serving community complex. Educators will explore the possibilities of more effectively helping the migrant by establishing cooperative relationships with the other migrant-serving agencies within the community.

SESSION HIGHLIGHTS

The session on cooperating with community agencies discussed the need for a broader sense of education within the total community setting. Is the "idealized" view of self, community, citizenship, America, presented in the "antiseptic" environment of the classroom, destroyed when the migrant child walks through the schoolhouse doors into the "real" world, of a non-receptive, racist, discriminatory community? What happens at that point to what the teacher has said about self, community, citizenship? What is the role of the professional educator in educating the broader community to the real view of self, citizenship, America? The locus of the migrant child's education is not the classroom or the schoolhouse, but the community. It is the responsibility of the professional educator to relate to that community; to help it understand itself, e-valu-ate itself within the context of the "pluricultural" American Hypothesis; to help it achieve an appreciative understanding of the migrant co-culture, and be responsive to it. The American Educator ought to be, by profession, a 24 hour-a-day enabler of the American process, seeing America not merely as a place, but as a life style embodied in the Constitution and Bill of Rights; enabling people not to live "in America", but to live America.

FOR MORE INFORMATION WRITE TO:

Reverend Timothy Weider
Project Director
N.Y.S. Center for Migrant Studies
State University College
Geneseo, New York 14454

Reverend Stuart Mitchell
Director
Project REACH
Perkinsville, New York

SESSION 8: Core Curriculum

MR. PATRICK HOGAN - B.S., Fredonia State Teachers' College; M.S., University of Buffalo; former elementary school teacher, elementary school principal, district principal and director of the Western New York State Migrant Program; presently serving as Chief of Migrant Records for the U.S. Office of Education, H.E.W., Washington, D.C.

DR. JAMES BEANE - B.A., Ed.M., Ed.D., State University of New York at Buffalo; former teacher and team leader, middle school consultant and consultant to projects for the development of computer-based resource units for migrant education; presently serving as research assistant at SUNY, Buffalo.

OBJECTIVES - Participants will be exposed to the various facets involved in the successful implementation of a core curriculum. Participants will discuss the advantages to be found in the successful implementation of a core curriculum.

SESSION HIGHLIGHTS

The session was based on the precept that the general curriculum was not reaching the migrant child and that the solution to the problem might lie in the motivational aspects of core curriculum. A core curriculum was defined as a general education program which provides the child with skills which enable him to function in a democratic society; such a curriculum is tailored to the child's individual needs and interests. Thus there is less regard for academics. With a core curriculum, the child's learning progresses from a concrete experience to the semi-concrete to the abstract. It was stressed that we cannot assume that the migrant child has gone through some of the concrete or semi-concrete experiences that the average "middle class" child has experienced.

Purposes of a core curriculum were outlined as follows:

--It helps develop problem solving skills and those skills must continually be redefined.

--It helps the child develop a feeling for the democratic processes - cooperative skills.

--It must deal with real life situations and with that material which the learner sees as important in which to succeed.

--It must satisfy the real inner needs of the child to create, dramatize, construct, etc.

A core curriculum is made up of units of work (Experience Units) which grow out of the real life experiences of the child. Core units can be evolved for any grade level and may be of varying durations. The experience unit may be graphed as follows:

SESSION 8: Core Curriculum (Continued)

O ⟶ C ⟶ M ⟶ A ⟶ MD

O = Objectives: identify with the pupil in planning.

C = Content: subject matter drawn from real life of student, not from textbook.

M = Materials: from the school and community, audio-visual, people.

A = Activities: actively engage the child in introductory, developmental and culminating activities.

MD = Measuring Devices: observations, self-evaluation, and testing.

It was stressed that the core is based on activities and individualized instruction and should involve the pupil as much as possible in planning a unit of work. Begin with concrete experiences and the child will motivate himself or can be led into the semi-concrete and abstract experiences.

Maxims:

--The learner is an evolving individual.

--The sequence of school learning becomes the sequence of an individual's evolvement.

Questions and Answers:

--How would one use a reading center? To individualize reading as much as possible on a particular topic.

--What about token reinforcement? Not really sure. Research says it works, but effectiveness is really based on the teacher.

RECORDERS' NAMES: Kathy Arlington
Carol Pittard

FOR MORE INFORMATION WRITE TO:

Mr. Patrick Hogan, Chief
Migrant Transfer Record System
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dr. James Beane
University of Buffalo
Buffalo, New York

SESSION 9: Field Trips - Preparation and Follow-up

MR. PHILIP TABONE - B.A., St. John Fisher College, history and education; M.S., education and further study, S.U.C. at Brockport; presently employed as sixth grade teacher at Pembroke Central School, and as Administrative Director of the Children's Demonstration School, N.Y.S.C.M.S., Geneseo.

OBJECTIVES - At the completion of a slide/tape presentation, the participant will demonstrate at least one field trip follow-up activity on one of the following: 1) language master, 2) record player, 3) reel to reel tape recorder, 4) headset listening station, 5) cassette tape recorder.

SESSION HIGHLIGHTS

The term field trip was defined as a visit to a point of interest outside of the school, and very often the weakness of a field trip is that there is no follow-up activity.

It was stressed that the instructor should make the trip alone beforehand noting the best routes of travel and points of interest to children along the way and at the place of intended visit. The instructor might make a slide/tape show from his pre-visit to show the class as a warm-up for the actual trip.

The field trip should be evaluated like any other activity. Decide on the objectives and then note where the objectives were and were not met.

Examples of follow-up activities were:

--After a visit to a farm, the group used language master cards, charts, and modeling clay.

--A group made a mural of all the animals and a bus seen on a trip to the zoo.

--Another zoo group made animals from modeling clay.

--Another group made a slide/tape show after a visit to the zoo.

RECORDERS' NAMES: Carol Buisch

FOR MORE INFORMATION WRITE TO:

Mr. Philip Tabone
3 Maple Street
Batavia, New York 14020

SESSION 10: Utilizing 4-H

MR. DAVID DIK - B.S., University of Massachusetts; M.Ed., Fitchburg College, Massachusetts; further study at Hartford Theological Seminary; formerly served as staff member and Extension Specialist with the Cooperative Extension at Orange County, New York; presently serving as Program Leader on New York State 4-H staff at Cornell University.

OBJECTIVES - Participants will hear a review of the objectives, activities, and successful projects of the 4-H Program. Participants will hear and see a review/illustration of available 4-H Projects. Participants will discuss the possible use of 4-H volunteers in migrant programs.

SESSION HIGHLIGHTS

4-H was defined as a unique, out-of-school, informal, educational program for young men and women. In New York State there are 56 county associations with each county unit called a Division. Under the leadership of volunteers, a number of counties have sponsored 4-H programs in cooperation with summer migrant school programs. Participants for these programs have been prepared in training programs, workshops, discussions and through films. A detailed outline of this program is contained in the study entitled "A Study of Informal Out-of-School Programs with Migrant Children" by Mr. Dik.

All participants received a list of county 4-H offices.

RECORDERS' NAMES - (Unavailable)

FOR MORE INFORMATION WRITE TO:

Mr. David Dik
4-H Program Leader
Cooperative Extension
Cornell University
Ithaca, New York 14580

SESSION II: Health and Nutrition

MRS. JEANNE STEARNS, R.N. - Graduate Columbia University Presbyterian Hospital School of Nursing; Alfred University and S.U.C., Geneseo, School Nurse-Teacher Certificate; former health teacher and migrant health nurse; presently serving as School Nurse-Teacher at Arkport Central School and School Nurse for the Migrant Children's Demonstration School, N.Y.S.C.M.S. at Geneseo.

OBJECTIVES - Participants will view a film entitled "Big Dinner Table." Participants will discuss general nutritional needs. Participants will review cooking and eating habits of migrants. Participants will share ideas on how teachers and aides of preschool age children can encourage new and different eating habits. Participants will discuss major health problems of migrants.

SESSION HIGHLIGHTS

The 1970 Migrant Health Act was aimed at improving the health of the one million migrants in 900 counties in this country. However, only 300 counties have organized health programs for the migrant.

Depressing statistics:

--Average per capita expenditure for health in this country is 21.1 per 1000 births. For the migrant it is 43.1.

--Mortality rate for mothers is 4 times the national average.

--The TB rate in migrants is 17 times greater than the national average.

--Dental health is the greatest migrant health problem.

Impetigo or muck sores is a persistent problem with migrant children. To properly treat it you must remove the crusty top of the sore and then treat them with an ointment or bactereocidal soap.

Migrants can receive medical treatment under Medicaid because their pay is sporadic; however, only about 10% know about it or receive it.

In the area of nutrition, meals are haphazard and unbalanced. Children are unfamiliar with frozen foods. Food stamps, which would provide one third more food for the money should be made available to migrants, but a massive education program would be needed.

The general summation sense of the session is that none of the health sources or agencies are really reaching the migrant to the degree they should.

SESSION 11: Health and Nutrition (Continued)

RECORDERS' NAMES: Elizabeth Brown
Marjorie Washburn
Annette Wester

FOR MORE INFORMATION WRITE TO:

Mrs. Jeanne Stearns
School Nurse
Arkport Central School
Arkport, New York

SESSION 12: Human Relations

MR. PAUL KING - B.A., Bowling Green State University, psychology and biology; M.S., Alfred University, social studies education; currently working on dissertation for the Ed.D. in social sciences from SUNY at Buffalo; former high school teacher and college instructor; currently serving as Assistant Professor of Sociology at SUNY, Agricultural and Technical College, Alfred; also active in the field of migrant problems and serves as a Director of the Harvest Center in Prattsburg, New York, and works on a project dealing with Algonquin migrants from Rapid Lake, Quebec, Canada, who work on the fur and poultry farms in Ontario County, New York.

OBJECTIVES - Participants will view slides and hear audio-tapes which deal with the home life of the Algonquin Indians in Rapid Lake, Quebec who migrate from their reserve into New York State to work as seasonal farm laborers on the mink and poultry farms of Ontario County, New York. Participants will compare and contrast the life style of these Indians with that of other migrants and pose solutions to the problems presented.

SESSION HIGHLIGHTS

The slide/tape production documented the neglected lives of this group of Indians; a doctor visited the reserve once in three years and the nearest hospital is 86 miles away; the housing on Catholic land is government-owned and has no electricity or sanitation facilities; the people have severe dietary deficiencies.

Social workers recently have been visiting the reserve trying to establish adult vocational training programs and to assist with medical problems. Teenagers are generally sent to Catholic schools in Quebec City where they are not understood. A recent experiment is attempting to send them to schools closer to the reserve.

RECORDERS' NAMES: Linda Betheil
Margaret Knollman
C. Lester

FOR MORE INFORMATION WRITE TO:

Mr. Paul King
Social Science Department
Agricultural and Technical College
State University of New York
Alfred, New York 14802

SESSION 13: Individualizing Instruction

MRS. BARBARA MCCAFFERY - earned 48 hours beyond the Master's degree which led to certification in elementary administration, elementary supervision and CRMD; former director of Children's Demonstration School, Aide Training Programs and Language Arts In-service Workshops through N.Y.S.C.M.S., Geneseo; served as demonstration teacher, educational coordinator, workshop consultant, workshop panelist and evaluator of workshops for migrant children in the states of Alabama, Virginia, New Jersey, Maryland and New York; also participated in migrant workshops in the states of New York, New Jersey and Florida; has taught for several years on levels that range from Kindergarten through Grade 12; published Teaching Migrant Children, ACEI, 1971; presently serves as Associate Professor at Holcomb Campus School, Geneseo.

OBJECTIVES - The student will be able, with 80% accuracy, to: 1) pick out words that look alike but have different meanings, 2) draw pictures that show the meanings of look alike words. Given the information on how to construct a map, the student will, with 90% accuracy, be able to: 1) develop a map which has not existed before, or, 2) develop a manual on map symbols. The student will be able to: 1) tell three ways in which one can show friendliness, 2) write, in each square containing the name of a member of his group, at least one positive comment about that person. The student will select and complete a retriev-o-math card of his choice. The students will follow specific directions in preparing a chemical garden.

SESSION HIGHLIGHTS

This session was broken into two units. In addition to Mrs. McCaffery's program on Individualizing Instruction, Dr. Bianchi, Curriculum Coordinator, University of Buffalo, discussed the CBRU (Computer Based Resource Unit), which is a computerized approach to individualizing instruction.

A CBRU unit of study:

--allows the teacher to plan a unit of study that will take into account student variables.

--contains many ideas related to one unit of study.

--considers students' reading levels, ages, sex, interests, and educational backgrounds.

--allows the teacher and students to make decisions concerning activities relevant to a unit of study.

--contains ways of measuring achievement of objectives.

The general procedures to be followed in obtaining a unit are:

--The teacher sends to the Curriculum Center of the University of Buffalo for a particular unit of study.

SESSION 13: Individualizing Instruction (Continued)

--The teacher receives a list of objectives for the unit. The list may contain from 50 to 250 objectives.

--The teacher then selects 5 or 6 objectives and the students pick 2 or 3 objectives.

--The teacher returns the list of desired objectives along with information about her students.

--This information is then fed into the computer and out comes a guide for the unit tailored to the objectives and profiles of the students. This guide is then returned to the teacher.

The guide for the unit which is sent to the teacher is in two parts. The first part contains objectives, content items, materials, measuring devices and large and small group activities. The second part individualizes the unit through lists of activities and materials for each student.

Computer Based Resource Units are developed by teachers under grants from the public and private sectors.

Mrs. McCaffery's part of the session was a demonstration of students actually working in learning centers on individualized units. The recorders' observations of this activity were quite enthusiastic with remarks concerning how deeply the children were involved in the work and the joy of accomplishment that could be seen on their faces.

The room was divided into a science center where the children were making a chemical garden; in the math area they were using colored toothpicks to work out geometry problems; in the social studies area they were working with brightly colored maps; and there was a language arts area where the children were writing short stories.

RECORDERS' NAMES: Esther Aldridge
Joyce Benjamin
S. Lawrence
B. Peterson

FOR MORE INFORMATION WRITE TO:

Mrs. Barbara McCaffery
Associate Professor
Holcomb Campus School
Geneseo, New York 14454

SESSION 14: Individualizing Science

MRS. MARIE BUTTS - B.S., S.U.C. at Brockport; M.A., teaching biology, Niagara University; published several articles in educational magazines; presently a teacher of elementary science at the Corfu-East Pembroke School District.

OBJECTIVES - Participants will observe a slide/tape presentation which portrays numerous methods of individualization in the area of science. Participants will observe a demonstration of the preparation, actual instruction and evaluation procedures in attaining individualized instruction for various science units. Participants shall partake in the actual individualized lesson and in the preparation, instructional activity and evaluation of a lesson of their own creation.

SESSION HIGHLIGHTS

It was stressed that in individualizing science, it is important for the teacher to be aware that science is found everywhere and that the teacher needs only to capitalize on this fact. Individualizing science is in a sense learning by doing which heightens motivation and thus learning.

It was suggested that the teacher set up learning centers in the classroom for the various sciences, e.g., physics, biology, etc. Instruction in the centers can be by written instructions, or more important for the migrant child, taped instructions or a series of teacher-made sequential pictures.

The teacher must establish objectives and maintain a record of skills achievement. When asked about discipline, the consultant said she had no problem as long as she kept the children busy and involved.

RECORDERS' NAMES: Judith Barnum
Sue Briggs
Donna Cole

FOR MORE INFORMATION WRITE TO:

Mrs. Marie Butts
88 East Avenue
Akron, New York

SESSION 15: Individualizing Math

DR. JAMES SCHNUR - B.S., M.S., Fredonia SUNY; Ed.D., State University at Buffalo; further study at University of Vermont; former elementary school and adult education teacher; also, conducted in-service workshops on the New Math; presently serving as Associate Professor and Assistant Dean of Educational Studies at S.U.C., Geneseo.

OBJECTIVES - The objectives will emerge from the group itself.

SESSION HIGHLIGHTS

Teaching a group, rather than individualizing instruction, is more difficult because in a group you are dealing with individuals who have differing abilities and rates of learning.

In individualizing instruction, you must first analyze the task to be accomplished, then find the level of accomplishment of the student, then formulate objectives, plan ways of teaching objectives, and finally evaluate progress.

The application of mathematics runs a continuum from social applications to impure science. What the migrant child needs most is to be taught math with social implications. An example of this is making change for a 25¢ piece. Given this task, we would then find the level of accomplishment of an individual child, from this determine how much more needs to be accomplished in this area, formulate methods of teaching it, and finally evaluate progress.

RECORDERS' NAMES: Bruce Ford
Robert Hodgson
Marge Shipman

FOR MORE INFORMATION WRITE TO:

Dr. James O. Schnur
Assistant Dean of Educational Studies
State University College
Geneseo, New York 14454

SESSION 16: Open Concept Experimental Schools

MR. HERBERT GAIGE - B.S., S.U.C at Cortland; M.A., Syracuse University; further study at SUNY at Albany, S.U.C. at Oneonta, Universities of Vermont, Maryland, and North Michigan; former elementary school teacher and principal; also, Assistant Professor of Education at S.U.C., New Paltz; presently serving with the New York State Education Department as Associate for the Bureau of Migrant Education.

OBJECTIVES - Participants will receive information about experimental programs at New Paltz and Dunkirk. Participants will discuss the viability of Open Education in Migrant Education. Participants will exchange objectives of each program. Participants will discuss procedures for involving schools in the Open Education Process.

SESSION HIGHLIGHTS

In discussing the experimental schools at New Paltz and Dunkirk which are open classroom schools patterned in many respects after the British Primary System the following precepts, caveats and insights emerged from the session:

--One guiding precept is that people should be able to live and learn in their own way.

--The open classroom should not be considered the only way, but rather one option in a number of options.

--In initiating the child to the open classroom, he must, for the first few weeks be closely directed and only gradually be allowed to become self-directed.

--Evaluation of the two experimental schools is via pre and posttesting.

--In the Dunkirk school each classroom contains a language, math and science center and any other centers the teacher may wish to establish.

--The programs in the two experimental schools were implemented by teacher workshops and by actually having the teachers operate within the system as students.

--The question was raised, "Can the open concept be installed in existing facilities?"

--Each day the student confers with the teacher to plan his day, but many of his activities will be self-directed and self-correcting and rely heavily on peer teachers.

--The concept of the "floating teacher" who can share widely his or her special talents and abilities is used.

--Beware of asking the child, "What would you like to do?". This is 1930's and 40's progressive education.

SESSION 16: Open Concept Experimental Schools (Continued)

--Use the entire campus as a classroom.

--Bi-lingual classrooms for non-English speaking students are recommended.

--There are still many unanswered questions on the open concept.

RECORDERS' NAMES: Esther Aldrielge
E. Lawrence
Sharon McCann

FOR MORE INFORMATION WRITE TO:

Mr. Herbert Gaige, Associate
Bureau of Migrant Education
State Education Department
Albany, New York 12224

SESSION 17: Movement Education

MRS. MARIAN SIMMS - SUNY at Buffalo; S.U.C. at Buffalo, graduate work; certified in physical education and elementary education; former teacher on levels that range from Kindergarten through Grade 12; supervisor of Perceptual Motor Program; Title I and consultant for teacher training; also, co-authored two editions of "Perceptual Motor Activities for Young Children" and four teacher training films; presently serving as kindergarten team leader and specialist in learning readiness and perceptual development and serves as consultant in perceptual remediation at Heim Elementary School, Williamsville, New York.

MR. NATHANIEL WALLER - Ithaca College; M.S., S.U.C. at Brockport; specialist in perceptual motor development and presently serves as physical education teacher for City District Schools of Rochester.

OBJECTIVES - Participants will hear an explanation of perceptual motor development. Participants will observe a demonstration of and participate in movement education activities.

SESSION HIGHLIGHTS

Highlights of the consultants' philosophy:

--Involve every inch of the child in movement activities.

--Eliminate competition, except within the individual child.

--Do not give commands, but rather say, "Can you" do this or that.

--Develop exercises that ask the child to figure out a problem; thus, "Can you make your body into a triangle?"

--Stop and go commands given by saying "red light" and "green light".

Participants engaged in following exercises:

--For spatial relationships: reaching out and defining a child's individual space, moving through space, directionality, balance on body parts, and sequence of directions.

--Alphabet: straight and curved lines, combining straight and curved lines, forming letters with body parts, and "being" letters.

--Shapes: being shapes, walking shapes and forming shapes.

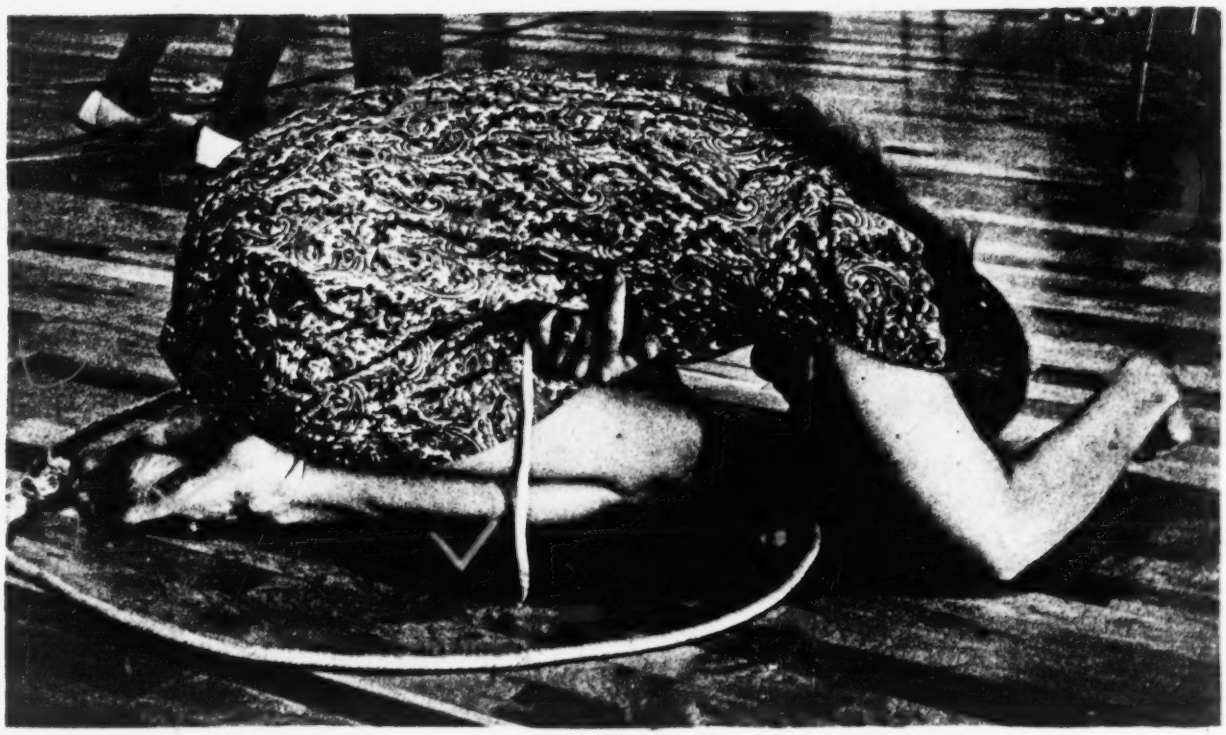
It was stressed that movement education requires no special space or a great amount of equipment, rather the teacher uses her ingenuity. Some simple pieces of equipment included a balance beam, stepping stones for eye coordination, a ladder, and a barrel.

RECORDERS' NAMES: M.G. Doyle
E. Malolepszy
Cathy Simms

FOR MORE INFORMATION WRITE TO:

Mrs. Marian Simms
1704 Ruic Road
North Tonawanda, New York 14150

Mr. Nathaniel Waller
600 Wellington Avenue
Rochester, New York



SESSION 18: Multi-Media

MR. CHARLES VICINUS - B.A., Antioch College, M.F.A., Yale Drama School; has had theatrical experience; recently was Assistant Project Director on a grant from H.E.W.'s Arts and Humanities Program which investigated the use of the arts in the classroom. Presently teaches in the Theatre and Education Departments, Florida Atlantic University; co-authored manual entitled, The Individualized Reader.

OBJECTIVES - The participant in this workshop will: 1) be able to assess via a checklist his own strengths and weaknesses in relation to audio-visual tools and techniques, 2) be able to obtain limited instruction in areas of weakness, 3) be able to view a multi-media production in the form of a child created slide/tape show which exemplifies the use of A-V tools and techniques.

SESSION HIGHLIGHTS

Participants were shown some of the standard and new audio-visual equipment available to teachers. Of particular interest were:

--The dry transfer letters which are available from art supply stores.

--The Pacer cassette tape recorder which is a commercially made, individualized, and programmed instructional system.

--The closed loop super 8 movie projector.

--The numerous ways in which overhead projector transparencies can be prepared.

A child created slide/tape production was presented with the following salient points brought out about it:

--It was stressed that as much as possible the children should do as much work as equipment and experience will allow when making a slide/tape production.

--A slide/tape production can be used to prepare students going on a field trip as to what they can expect or two or three students may be photographed on a field trip and slide/tape production made which can be used to bring the wider world experience to the classroom and to other students.

--In preparing the narration for a slide/tape production, it is best not to let the children speak from a written script for they will sound stilted. The best way is to go over the slides a number of times with the narrators, let them make notes, and make the narration from the notes. Considerable success has been achieved by leaving the students alone in the room to make the tape.

Many questions were asked about the kinds of cameras and film used to make slide/tape productions. The consultant said that for flexibility, versa-

tility and ease of operation, the 35 mm single lens reflex camera with a built-in light meter was the best investment in a camera. It was also recommended that the use of Daylight Type High Speed Ektachrome film from Kodak would give satisfactory results not only outdoors, but also in a classroom illuminated by florescent lighting and could be used without a flash.

FOR MORE INFORMATION WRITE TO:

Mr. Charles Vicinus
755 N.W. Alamanda Street
Boca Raton, Florida 33432

SESSION 19: Music

MRS. JEAN RUDOLPH - B.A. in Music, S.U.C., Fredonia; Certification in Elementary Principalship, University of Buffalo; has taught for 23 years, covering classes from kindergarten, K-12; has taught for past three summers in migrant program in Batavia, New York.

OBJECTIVES - The objectives will emerge from the group itself.

SESSION HIGHLIGHTS

It was stressed that music in the classroom should not be a formal activity, but one that is informally blended into the day. It can be used to bridge activities and give commands. Above all, music should be fun.

Demonstrated single instruments that can be made - beans and stones inside salt boxes and oatmeal boxes; bottle caps on wood boards; three pound cans for drums; and heavy paper plates sewn together with stones inside.

Habit songs are good, especially if they have body movements included in them.

Demonstration of children-made song books, where the child makes his own covers for a collection of dittoed songs.

It was suggested that playing records is a learning and musical experience.

In working with children we should accept their ideas and likes in music and allow them to bodily express rhythm.

RECORDERS' NAMES: B. Borlane
B. Dexheimer
B. Krueger

FOR MORE INFORMATION WRITE TO:

Mrs. Jean Rudolph
640 Alleghany Road
Darien Center, New York 14040

SESSION 20: Parents and Community Involvement

MR. CHUCK CARRINGTON - B.S. in Sociology, Ithaca College, 1970; since September he has been working as Intern for Regional Training Office of Head Start.

OBJECTIVES - Participants will have many suggestions for involving parents in program planning and implementation.

SESSION HIGHLIGHTS

The major impression to come out of the session was the fact that on the whole the migrant has had negative experiences in dealing with schools and the community in general. When they have come into contact with these organizations, they have been dealt with authoritatively with little understanding of their needs and problems.

If progress is to be made in this area, the schools and the community must go into the camps, assess the needs, work on a small problem, feel success with a small problem, and then move on to larger problems.

Thoughts and ideas about working in camps:

--The migrant worker is physically exhausted at night and does not have the means to travel to schools. You, therefore, must go to the camp and not expect great physical energy.

--Parents should ultimately work with their children and learn to do for themselves. This means that teachers step back after a certain period.

--In working with parents, consider using parents' talents and specialities, have an open atmosphere, have activities in which parents can see their children involved, and have social gatherings.

--Parents often feel that they cannot communicate adequately and properly with teachers and others in authority.

--Gain parents' trust slowly through recreational and social activities, and from these their problems and needs will emerge. Then begin to organize and work toward the solutions.

--The person who works with migrants must be down-to-earth, use no professional jargon, must appear warm, interested, sincere and honest. Migrants have had bad experiences with educators and you must build their trust.

--Remember that decisions you make for and about a child may be in direct opposition to the same decision made by the parents of the child.

--The route to the migrant is first through the grower, where you may meet opposition, to the crew chief, who will probably be sympathetic, to the individual. The role you play is more important than the color of your skin.

SESSION 20: Parents and Community Involvement (Continued)

RECORDERS' NAMES: Kathy Arlington
Eve Gordon
Sophie Mitchell
Emma Wester

FOR MORE INFORMATION WRITE TO:

Mr. Chuck Carrington
Head Start Regional Training Office
Department of Human Development and
Family Studies
Cornell University
Ithaca, New York 14850

SESSION 21: Child Created Books

MRS. ADELE ANDERSON - B.S. in Theology and Education, M.Ed., Florida Atlantic University; continuing graduate studies at Nova University; co-author with Charles Vicinus of manual entitled The Individualized Reader; presently spends winters in Florida as the Florida reading teacher at the Markham Elementary School, Pompano Beach, Florida; this summer is Curriculum Director, Children's Demonstration School, N.Y.S. C.M.S., Geneseo.

OBJECTIVES - The participant in this workshop will: 1) gain an understanding of the needs and reasons for the use of child created books as they relate to the education of the migrant child, 2) be instructed in the production techniques of child created books, 3) have the opportunity to actually make a book.

SESSION HIGHLIGHTS

The consultant discussed the need for child created materials in a reading program due to the fact that commercially made materials do not speak to the migrant child in terms of his experiences or in his language. Child created books provide an avenue through which the migrant child can become interested in reading and gain initial success. Once this has been achieved he can be led into further accomplishments through the use of commercial materials.

In making a child created book, the following steps are followed:

--Using a picture, field trip or just about anything else for a stimulus, the child tells a story into a tape recorder or writes it out or tells it to a teacher or a friend. The tape recorder is suggested as the preferred method for it does not contain the inhibiting factors of placing a pencil in a child's hand.

--The child or another child then draws pictures to accompany the story.

--The story can be written out or typed on a primary typewriter and placed across from or under the pictures.

--The book is then laminated and bound in a number of ways.

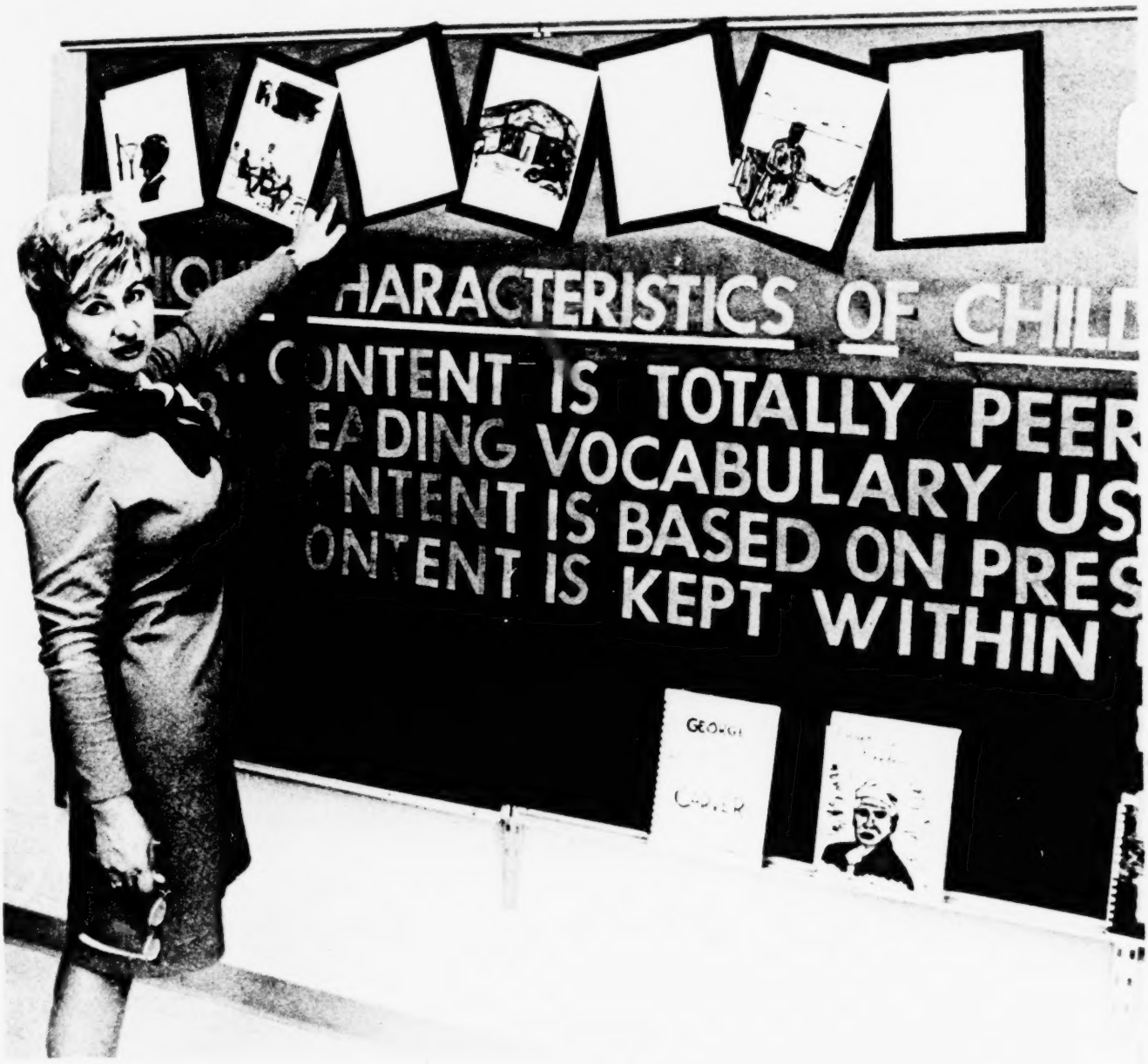
--An alphabetical vocabulary list of all the words used in the story should be prepared and placed in the back of the book. This list can be used in preparing and comparing basic word lists.

The consultant demonstrated through a slide/tape production how the vocabulary lists were used in an experimental spelling program.

RECORDERS' NAMES: Jennifer Birckmayer
Patricia Coon
Gladys Fidler
Beverly Tolman

FOR MORE INFORMATION WRITE TO:

Mrs. Adele Anderson
New York State Center for Migrant Studies
State University College
Geneseo, New York 14454



SESSION 22: Performing Arts

MR. CHRISTOPHER WHITE - Studied three years at the Manhattan School of Music; travelled four years with Dizzy Gillespi, Nina Simone; presently Executive Director and President of Summer on Wheels, Inc.; founder and President of Jazz Musicians Associates of Brooklyn; presently teaching a course at Rutgers University in the History of Jazz and also the Bass; consultant for N.Y.S. Council on the Arts in areas of music, community projects, and any performing arts.

OBJECTIVES - The objectives will emerge from the needs of the group.

SESSION HIGHLIGHTS

It was stressed that all the arts reflect a point of view of a culture and are the key to that culture and, thus, the understanding of the people of a culture. We must, therefore, never think or teach that, for example, Western music is the only "right" music.

The arts allow a child to express himself or as one recorder put it, "celebrate himself."

Art forms which are abstract and involve fantasizing are enjoyed by children. Dance, though inhibiting to some children, and drama are good art forms in this respect. Drama can change attitudes through role playing.

It was stressed that art forms can be used to teach and reinforce academic concepts.

RECORDERS' NAMES: Marie Butts
Virginia Westervelt
Pam Wilson

FOR MORE INFORMATION WRITE TO:

Mr. Christopher White, President
Summer on Wheels, Inc.
250 W. 57th Street
New York, New York 10019

SESSION 23: Preschool Activities

MRS. ELEANOR ROODENBURG - B.S. and M.A. in Education, S.U.C. at Geneseo; post graduate work at University of Buffalo, State University at Buffalo, and University of Denver; studied at Oberlin Conservatory of Music, Oberlin, Ohio; taught third grade and kindergarten in Kenmore Public Schools, Kenmore, New York; Assistant Director of Head Start Program; presently teaching nursery at Holcomb Campus School, S.U.C., Geneseo as Assistant Professor; is Director of the Preschool Staff Training Program, N.Y.S.C.M.S., Geneseo, New York, this summer.

OBJECTIVES - To discuss all aspects of the preschool curriculum, including: gross motor activities, visual-perceptual training; parental participation, community involvement; developmental and social awareness and academic achievement. To provide each participant with opportunities which will enable him to focus on his own potential. To foster within each participant a positive attitude toward his own self, which in turn, hopefully, will be reflected in the self attitude of each child in the participant's classroom. To enable each participant to share both experiences and activities which will serve to broaden his horizen in preschool education.

SESSION HIGHLIGHTS

It was stressed that the attitude of adults in working with children was important and that the classroom atmosphere should be pleasant, attractive and stimulating. The teacher should provide opportunities for children to experience and perceive. Participants were divided into groups to listen, see and move, to demonstrate this. It was also stressed that thinking is being increasingly stressed at the preschool level. An example of instigating this was walking outside and listening to sounds.

Other activities suggested for preschoolers were:

--blocks (good for socialization)
--fingerpainting
--hammering nails
--blowing bubbles
--doll houses
--sliding down a slide
--bouncing balls
--jumping rope
--running with balloons
--playing in sand
--plastic tubs for washing dolls
--bringing animals to school
--cooking
--field trips

It was pointed out that music and singing help to develop self-concept, an example of this being songs that use the child's name.

In the food area it is important to make "food fun." The "feely bag" is fun in that you put food in it and let the children feel it and guess what it is. You can also cut food up and put it back together like a puzzle. With migrant children, it was suggested that you have the children bring in the food crops that their parents pick.

SESSION 23: Preschool Activities (Continued)

RECORDERS' NAMES: Jean Iorio
Mary Smith
Shawn Sykes

FOR MORE INFORMATION WRITE TO:

Mrs. Eleanor Roodenburg
Assistant Professor
Holcomb Campus School
State University College
Geneseo, New York 14454

SESSION 24: Public Health

MRS. MARY ADAMUS - Graduated St. Agnes School of Nursing, Baltimore, Maryland; worked at the National Institute of Health, Bethesda, Maryland, in an isolation unit; worked at Holy Cross in Silver Springs, Maryland, in Recovery Room; presently a VISTA volunteer in Wayne County.

MRS. ELEANOR BLY - Professional RN; worked eight years in various schools as a school nurse; two years as nurse for a camp center.

MISS LESLIE LANG - Trained at Rochester State Hospital; worked at Highland Hospital in Labor and Delivery; presently serving as a VISTA volunteer in Wayne County.

MRS. BARBARA TONER - Professional RN; graduate of Hartwick College, B.A. in Nursing, majored in Public Health; has worked with Public Health Nursing in Ontario County for a year.

OBJECTIVES - The objectives will emerge from the panel discussion and films.

SESSION HIGHLIGHTS

After the showing of a film, significant points were made in a question and answer period.

--Is there a problem with alcohol? Yes, because of lack of recreational facilities. Some recreation provided by BOCES for younger people. Transportation is a problem in getting to recreational facilities. A church service is sometimes provided by a traveling clergyman.

--Does the Public Health Department post posters? Yes, and the posters give location, hours and telephone numbers of clinics. There are no VD posters.

--Is there an education program to alert people to VD? No, it is mostly word of mouth.

--What health conditions must be met before a camp can open? It must satisfy requirements as to showers, washrooms, electricity and outhouses.

--When a camp is closed, where do the people living in it go? The camp is either secretly opened again or the people are absorbed into other camps.

--Is there any difficulty with uncooperative growers? Yes, they do not like people in the camps who do not belong there.

Other pieces of information or interest:

--Migrant children are found to be over-immunized.

--Children under two years of age are not counted in the camp population.

SESSION 24: Public Health (Continued)

--Most counties have seasonal migrant camp nurses.

--Year-round camps do not come under inspection rules.

--Wayne County has 200 camps with an approximate influx of 4,000 workers during July through November.

RECORDERS' NAMES: Mary Furman
E. LaVere

FOR MORE INFORMATION WRITE TO:

Mrs. Mary Adamus, Miss Leslie Lang
Wayne County Rural Health Program
Middle Road
Sodus, New York

Mrs. Eleanor Bly
Hornell, New York

Miss Barbara Toner
c/o Miss Marciano
Director of Nurses
Canandaigua, New York

SESSION 25: Child Created Spelling

This session was combined with SESSION 21, Child Created Books. Please see the notes for SESSION 21.

SESSION 26: Teacher-Aide Relations

DR. ROBERT LANCE - B.S., M.A., Memphis State University; Ph.D., Michigan State University; various professional experience teaching at Boys Training School, Lansing, Michigan, Michigan State University, Skidmore College; established a counseling program for Lansing, Community College, Mid-Michigan Retraining Program; presently Associate Professor, Child and Family Science, S.U.C. at Plattsburgh.

OBJECTIVES - To offer opportunity for migrant educators and others responsible for migrant programs to examine concepts and processes related to establishing effective teacher-teacher aide learning teams.

SESSION HIGHLIGHTS

The major concern appears to be with the status of the aide in the classroom. Is she a part of the team or is she a servant to the teacher? It was stressed that the teacher must be aware that the aide is a human being with sensitivities and feelings. On the other hand, there appears to be the wide range of backgrounds and competencies in aides, though more and more professional training appears to be available to aides.

Another problem area seems to be that teachers are trained and accustomed to teaching alone and the adjustment to another person in the classroom becomes a major adjustment for some teachers. In such situations the aide gets caught between the teacher and students, and the problem of the students calling her Miss Smith or Mary Jane becomes a major one.

There appears to be agreement that the aide must take full part in the planning of classroom activities with the teacher if she is to be used effectively.

The salary differential between teachers and aides was discussed.

RECORDERS' NAMES: Carl Kieper
Sophie Mitchell
L. Cope

FOR MORE INFORMATION WRITE TO:

Dr. Robert Lance
Department of Home Economics
State University College
Plattsburgh, New York

SESSION 27: Teenage Program

MRS. HARRIETTE HADLEY - B.S. in Social Work and Psychology, Wilberforce University, Ohio; M.S. in Secondary Education, University of Wisconsin; further study, Fort Valley State, Broward Community Colleges, Tennessee A & I, Florida A & M, Florida Atlantic University; has taught elementary school in the state of Georgia, city of Chicago; secondary school in Georgia and Florida; is presently employed as helping teacher and consultant in social studies and supervisor of after school programs by the Migrant Education Center, School Board of Broward County, Florida; is spending the summer serving as Director of the Teenage In-Camp Program, N.Y.S.C.M.S., Geneseo.

OBJECTIVES - At the conclusion of a sensitivity-training activity, participants will write and discuss words and/or phrases that may be descriptive of positive self-concepts. Participants will use these words and/or phrases in determining methods of promoting and developing positive self-concept of migrant and other teenagers.

SESSION HIGHLIGHTS

The consultant acted as her own recorder and her record of the session follows:

The consultant gave a brief explanation of the proposed Summer Teenage In-Camp Program for migrants as sponsored through N.Y.S.C.M.S. She then expressed her hesitance about discussing the program in detail since all facets have not yet been finalized. Instead, she suggested, and the participants agreed, that all become actively involved in a sensitivity-training session that, hopefully, would assist each in helping teenage migrants and other individuals in developing positive self-concepts.

This was a partner-like activity during which each was requested to think only positive thoughts in relating to the other happy and memorable events that took place during given life stages. Also, individual status symbols were discussed.

At the conclusion of these timed discussions, each partner wrote positive descriptions of the other. These were then orally expressed to the entire group and presented to the partner. Each then told the group how he felt about himself at that particular moment. Some expressions made were: "Good!", "Great!", "Happy!", "Floating on Cloud 9!", "At peace!".

All agreed that it is good when one hears others say nice things about oneself. At this point, the consultant challenged the group to leave the session with a strong determination to work with migrant and other teenagers to the extent that they too, would feel "Great!", "Good!", "Happy!", etc. about themselves - thus promoting positive self-concepts.

FOR MORE INFORMATION WRITE TO:

Mrs. Harriette Hadley
Migrant Education Center
125 S.E. Second Street
Ft. Lauderdale, Florida 33300

SESSION 28: The Open Education Concept

MRS. MILDRED NESS - B.A., Hunter College, New York City; M.A., University of Rochester; 15 years teaching experience in several cities including Cincinnati, Rochester, Troy, New York, Long Island; previously was Media Resources Advisor, World of Inquiry School, Rochester; presently Principal of Lincoln Park School, P.S. #44, Rochester, New York; was one of two who were sent by Council on Elementary Leadership, Rochester, to England last May to learn about the British Primary School system.

OBJECTIVES - Enable participants to learn about the Open Education Concept in schools.

SESSION HIGHLIGHTS

The consultant described her experiences with the Open Concept and the British Primary School system. Her definition of the Open Concept is a belief on the part of administrators and teachers that the child wants to learn and that we must create opportunities (set the stage) for him to do so. A system such as this creates a sense of equality and trust between student and teacher.

Open Education should not be confused with permissiveness; it does require thinking and planning.

Particularly important to migrant education is the point that children have to learn from their assets.

Contrary to some thinking, the consultant felt that noise and mess are conducive to learning.

The British Primary Schools are characterized by much creative learning; much respect for the child; much outdoor activity; much material for activities; many displays such as murals, charts and graphs; and much use of the corridors.

In the Open Concept Education communication with parents is important and one way of keeping the communication lines open is through Newsletters. A grading system and Open Education are like oil and water. And finally, academic freedom should mean for both teacher and children alike.

RECORDERS' NAMES: Christina Ellington
Frank Girardin
K. Matusik
Sharon J. White

FOR MORE INFORMATION WRITE TO:

Mrs. Mildred Ness, Principal
Lincoln Park Schook, #44
Rochester, New York

SESSION 29: Token Reinforcement

DR. JAMES BREILING - Ph.D. from University of Iowa; with the Department of Psychology at S.U.C., Brockport for several years; presented a paper at the 1970 Convention of Educational Research entitled "Clugies, Snirkles, and Models: Three Forms of Systematic Reinforcement in the Grade School Classroom"; was involved with Head Start as a school psychologist and consultant; also involved with Project ERASE in Michigan. Is presently a Research Associate with the Institute for Behavioral Research, Inc. in Silver Spring, Maryland.

OBJECTIVES - To familiarize the participants with token reinforcement and its effects.

SESSION HIGHLIGHTS

The root of token reinforcement is the fact that behavior is governed by consequences. Reinforcement of positive actions can be in the form of attention, affection or tokens. Tokens help govern the teacher's action and provide her with a method of prompting her to give immediate and equal reinforcement when her students make positive steps toward a goal.

Through token reinforcement, the student learns quickly and happily. The token is used like money to purchase items the child desires. When a token is given, it should be accompanied with praise, preferably descriptive praise concerning the activity in which the child has been successful. The use of tokens should be programmed so that a great number are given at the start of a token reinforcement program and gradually tapered off, and even replaced with gold stars, as the positive behavior becomes automatic with the child.

Other positive aspects of token reinforcement is that it builds the student's self image and creates a happy relationship with the teacher, rather than a punitive one.

RECORDERS' NAMES: T. Kingsland
Joseph Smith

FOR MORE INFORMATION WRITE TO:

Dr. James Breiling
Research Associate
Institute for Behavioral Research, Inc.
2426 Linden Lane
Silver Spring, Maryland 20910

SESSION 30: Visual Literacy

This session was combined with SESSION 18, Multi-Media. Please see the notes for SESSION 18.

SESSION 31: Psychology of Learning

DR. SYDNEY WOLFF - B.A., New York University, English; M.S., Gallaudet College, Washington, D.C., Deaf Education; doctorate program at University of Buffalo, Social Foundation; taught and was administrator at various places in the U.S.; worked in Research Project, West Virginia School for Deaf, ir Piaget materials thinking laboratory; presently in Summer Institute teaching teachers to understand practical aspects and projects in Special Education; presently Assistant Professor of Special Education, S.U.C., Geneseo.

OBJECTIVES - The objectives will emerge from the needs of the group.

SESSION HIGHLIGHTS

A brief summation of Piaget's Theory of Intelligence and its implications for early childhood education was given. Several activities which do not rely on sophisticated language production were demonstrated with deaf children. It was suggested that migrant children, as deaf children, and all disadvantaged groups, lack the requisite verbal skills for success in school. In fact, schools stress symbolic experience at the expense of concrete experience and the disadvantaged by failing to meet middle class standards of language production, fail in school.

FOR MORE INFORMATION WRITE TO:

Dr. Sydney Wolff
Assistant Professor
Special Education
State University College
Geneseo, New York 14454

SESSION 32: Industrial Arts

MR. WILLIAM HILL - Graduate of SUNY, Oswego; advanced study at Orange Coast College, California, Adelphi, New York, Geneseo, concentrating in art; worked as an illustrator, artist and art coordinator for Sperry Rand Corp., and North American Aviation in California; presently teaching art and industrial arts, Canandaigua Academy, Canandaigua, New York; spending summer teaching art and industrial arts, Children's Demonstration School, N.Y.S.C.M.S., Geneseo.

OBJECTIVES - The objectives will emerge from the needs of the group.

SESSION HIGHLIGHTS

Listed below are some of the reasons why an Industrial Arts program is particularly suitable to the migrant child:

--The skills learned have a direct and useful application.

--Learning is not totally contingent on reading ability; rather learning can take place through direct physical action.

--The "personal" project concept is a valuable aid in establishing and reinforcing self-identity.

--The successful project is a tangible reward. It is evidence of accomplishment that can be carried away.

--The utilitarian project can be a worthwhile contribution to the betterment of the family unit.

Some special consideration in planning an Industrial Arts program for the migrant child:

--The best communication will be based on demonstration.

--In guiding students in the selection of projects, consider that the child cannot have excessive bulk in his possessions; therefore, small, decorative and/or useful objects that will endure rough handling are the best.

--Help students to select projects where tangible results will be readily apparent. Avoid long, drawn out projects. Your students have an uncertain future.

--Map reading is an important skill for the migrant child. He should learn to move about without fear if he is to expand his horizons. Lack of concept in travel can bind the migrant to the will of whomever will provide transportation to the next job.

--The automobile is a basic tool to the migrant worker. The more he understands about cars and trucks, the better off he is. As the head of a family, a man can control his movements only if he owns a vehicle. Knowledge of the principles of the internal combustion engine and an

understanding of simple maintenance and repairs is essential.

--Field trip to local industries should be a part of an Industrial Arts program. Such field trips should focus on employment opportunities with the firm, including requirements for employment.

--The Industrial Arts teacher can aid the child's transition from one school to another by preparing a packet for the child which would include Polaroid pictures of projects completed and a brief summary of the student's accomplishments and skills.

RECORDERS' NAME: Sara Bently
John J. Gallagher

FOR MORE INFORMATION WRITE TO:

Mr. William Hill
299 West Lake Road
Geneseo, New York 14454

SESSION 33: Computer Based Resource Units

DR. JAMES BEANE - B.A., Ed.M., Ed.D., State University at Buffalo; teacher and team leader, Amherst School System, Amherst, New York, presently a Research Assistant, SUNY at Buffalo; published articles in various professional journals; guest editor of Impact, journal of N.Y.S.A.S.C.D.; consultant to various school systems, particularly at the middle school level; consultant to projects for the development of Computer Based Resource Units for migrant education.

OBJECTIVES - Available to help groups (Fredonia, Brockport, Geneseo) which are developing Computer Based Resource Units for use in migrant education.

SESSION HIGHLIGHTS

Dr. Beane acted and reacted with the members of the three CBRU writing teams developing special research units for migrant children, and personnel from the Instructional Research and Development section of the Instructional Materials Center at Buffalo. They discussed coordinating the three writing teams so as to avoid duplication. Further, they discussed the relevancy of techniques, approaches and methods to working with migrant children.

Dr. Beane attempted to answer questions that members of the writing teams might have concerning the special needs of migrant children and types of materials and resources available to meet those special needs. At the end of the session, each of the three teams had a clear idea as to what kind of a unit it should develop so as to avoid overlap and so as to meet the special needs of migrant children.

FOR MORE INFORMATION WRITE TO:

Dr. James Beane
University of Buffalo
Buffalo, New York